

Collaborative AT Assessment: *Everyone Has a Role to Play*

Workshop Worksheets

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Assistive Technology Assessment Process Planner

Student Name: _____ Planning Date: _____

Referral for AT assessment is made by any member of the student's team when classroom strategies and tools do not meet the student's needs.		
	By Date	Person
AT assessment is completed by a collaborative team sharing responsibilities		
Determine team members		
Create a written AT assessment plan including:		
Determine the assessment question(s)		
Expected results & outcomes (e.g. <i>Student will be able to</i> _____)		
Determine what will be measured (e.g. speed, quantity, quality, rate, accuracy, endurance)		
Assign responsibilities		
Set a timeline		
Gather information from multiple sources including previous information (e.g. educational reports, assessments, background interviews and other records)		
Student's strengths		
Student's needs		
Environmental expectations		
Tasks (e.g. required curricular work, testing, homework, projects, in-class work, materials, statewide testing & other school functions)		
Current levels of performance for identified tasks (baseline data)		
Barriers to participation & independence		
Analyze information to identify tools & strategies for the trials		
Determine the features needed		
Choose tools with appropriate features		
Determine source of trials from demos, loaners, & rental programs		
Set timelines		
Prepare data collection recording method (Measurable determined above)		
Conduct the trials with identified tools		
Student uses tools & strategies in customary environment for identified tasks		
Collect data		
Analyze Data		
Report the results of the trials		
Revisit the assessment question(s) to determine the outcomes		
Determine the most appropriate tool(s) & strategies or if additional trials are necessary		
Document recommendations in written form following district assistive technology procedural guidelines		
Summarize student performance while using AT tools, including tools that were and were not successful		
Document appropriate tools and potential impact on student achievement		
If needed, include specific language for procurement of AT, and possible funding sources (Refer to Quality Indicator for Administrative Support for AT)		
Document required tools & strategies in student's plan (e.g. IEP, 504 Plan) (Refer to Quality Indicator for Documentation in the IEP)		
Develop Implementation Plan		
Instructional/access areas in which were explored during the trial		
Summary of specific skills assessed		
Written action plan including team member roles & responsibilities (refer to Quality Indicator for AT Implementation)		
Reassess as needs change		
Monitor the student abilities, environment, tasks, and barriers as well as effectiveness of current AT on an ongoing basis		

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Assistive Technology Question Worksheet

Student Name

What is the task the child needs to accomplish?

In what environments is this task done?

What is the child's present level of participation and/or performance on this task?

Are there environmental concerns or other issues that need to be taken into consideration?

Are there specific tools or strategies that a team member believes might be helpful with this functional life skill?

Reframed Question:

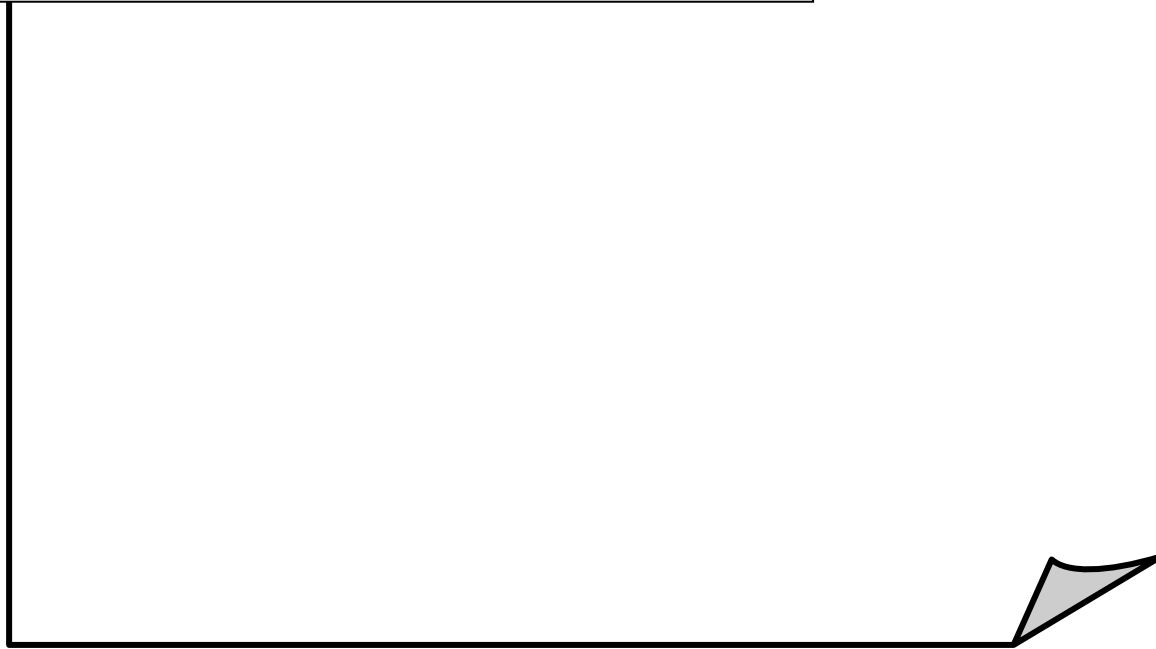
SETT Framework Worksheet

Collaborative Consideration of Student Need

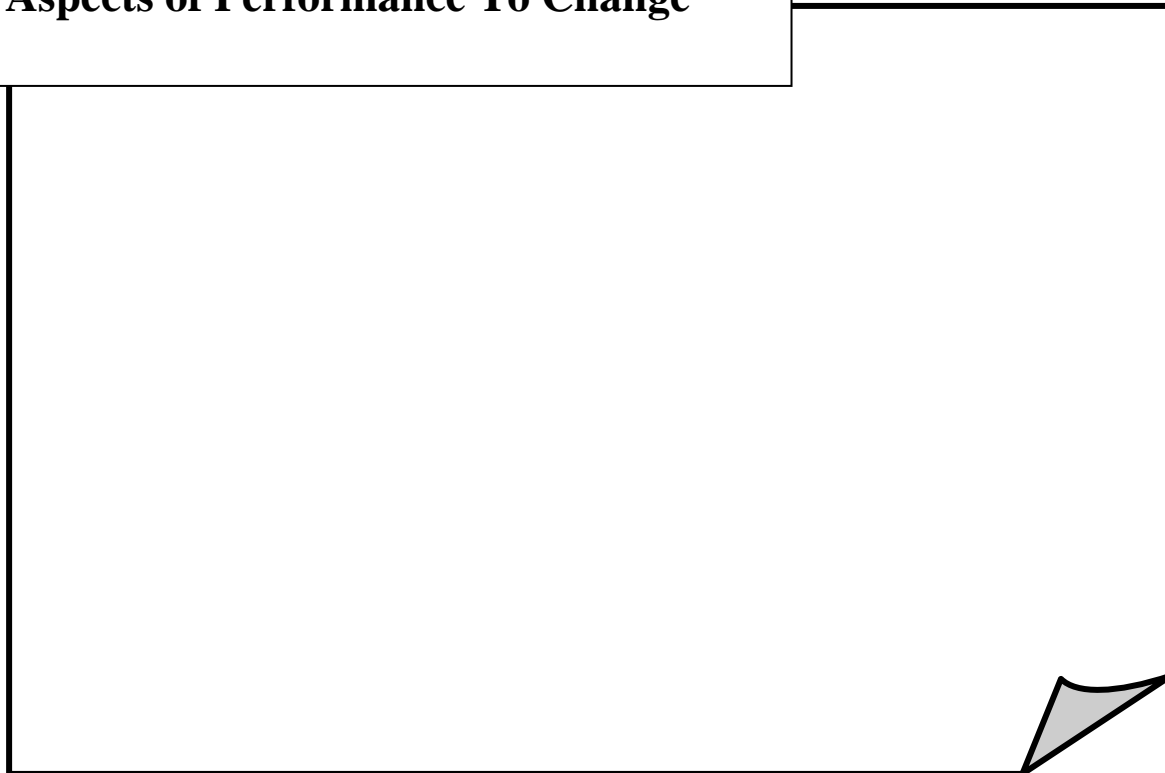
	Student	Environment	Tasks	Tools and Strategies
What we know				What we are doing
What we need to know				What we want to try

Planning for Data Collection

Description of the way the student will do the task(s)



Aspects of Performance To Change



How Will We Collect Data?

(Interview, Product Review, Observation, Video)



Who, What, When, Where, How Will We Collect Data?



Student Name: _____

Aspects of Assistive Technology Competence

Operational Skills: Knowing how it works

Functional Skills: Knowing what to do with it

Strategic Skills: Knowing when to use it and when not to use it

Social Skills: Knowing how to use in a social and real-world context

Adapted from Light, J. (1989), Toward a Definition of Communicative Competence for Individuals Using Augmentative and Alternative Communication Systems (For further information, contact Gayl Bowser: gayl.bowser@douglasesdk12.or.us)

CLASSROOM PROCEDURE PLAN

(CURRICULAR AREA)

Daily School Routine:		Date:
Student		Purpose of routine:
Person assisting student during routine:		

	Steps involved in Routine	What specifically will the student do? (Procedures)	Participation Level	What will the student need in order to do this?	What will staff and supporters do?
1			__Competitive __Active __Involved		
2			__Competitive __Active __Involved		
3			__Competitive __Active __Involved		
4			__Competitive __Active __Involved		
5			__Competitive __Active __Involved		
6			__Competitive __Active __Involved		

Classroom Procedure

Customized Classroom Procedure for: _____ Activity: _____

Level of Participation: _____ Date Developed: _____

Class' Steps	Student's Steps	Operational Skills	Functional Skills	Strategic Skills	Social Skills

Quality Indicators for Assessment of Assistive Technology Needs

Quality Indicator	Variations UNACCEPTIBLE → PROMISING PRACTICES				
	1	2	3	4	5
1. <u>Procedures</u> for all aspects of assistive technology assessment are clearly defined and consistently applied.	No procedures are defined.	Some assessment procedures are defined, but not generally used.	Procedures are defined and used only by specialized personnel.	Procedures are clearly defined and generally used in both special and general education.	Clearly defined procedures are used by everyone involved in the assessment process.
2. Assistive technology assessments are conducted by a <u>team with the collective knowledge and skills needed to determine possible assistive technology solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities.</u>	A designated individual with no prior knowledge of the student's needs or technology conducts assessments.	A designated person or group of individuals who have knowledge of technology, but not of the student's needs, environments, or tasks conducts assessments.	A designated team with knowledge of assistive technology conducts assessments with limited input from individuals who have knowledge of the student's needs, environments, and tasks.	A team whose members have direct knowledge of the student's needs, environments, tasks, and knowledge of assistive technology generally conducts assessments.	Flexible teams formed on the basis of knowledge of or expertise in the areas of the individual student's needs, environments, tasks, and assistive technology consistently conduct assessments.
3. All assistive technology assessments include a <u>functional assessment in the student's customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.</u>	No component of the AT assessment is conducted in any of the student's customary environments.	No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	Functional components of AT assessments are sometimes conducted in the student's customary environments.	Functional components of AT assessments are generally conducted in the student's customary environments.	Functional components of AT assessments are consistently conducted in the student's customary environments.
4. Assistive technology assessments, including needed trials, are completed within	AT assessments are not completed within agency timelines.	AT assessments are frequently out of compliance with	AT assessments are completed within a reasonable timeline and	AT assessments are completed within a reasonable timeline and	AT assessments are conducted in a timely manner and include a

reasonable timelines.		timelines.	may or may not include initial trials.	include at least initial trials.	plan for ongoing assessment and trials in customary environments.
5. Recommendations from assistive technology assessments are <u>based on data</u> about the student, environments and tasks.	1 Recommendations are not data based.	2 Recommendations are based on incomplete data from limited sources.	3 Recommendations are sometimes based on data about student performance on typical tasks in customary environments.	4 Recommendations are generally based on data about student performance on typical tasks in customary environments.	5 Recommendations are consistently based on data about student performance on typical tasks in customary environments.
6. The assessment provides the IEP team with clearly <u>documented recommendations</u> that guide decisions about the selection, acquisition, and use of assistive technology devices and services.	1 Recommendations are not documented.	2 Documented recommendations include only devices. Recommendations about services are not documented.	3 Documented recommendations may or may not include sufficient information about devices and services to guide decision-making and program development.	4 Documented recommendations generally include sufficient information about devices and services to guide decision-making and program development.	5 Documented recommendations consistently include sufficient information about devices and services to guide decision-making and program development.
7. Assistive technology needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.	1 AT needs are not reassessed.	2 AT needs are only reassessed when requested. Reassessment is done formally and no ongoing AT assessment takes place.	3 AT needs are reassessed on an annual basis or upon request. Reassessment may include some ongoing and formal assessment strategies.	4 AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.	5 AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.

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Quality Indicators for Assistive Technology Implementation

Developed by the QIAT Consotium: 2007

Quality Indicator	<div style="display: flex; align-items: center; justify-content: space-between;"> UNACCEPTIBLE <i>Variations</i> → </div>					PROMISING PRACTICES
	1	2	3	4	5	
1. Assistive technology implementation proceeds according to a <u>collaboratively developed plan</u>.	There is no implementation plan.	Individual team members may develop AT implementation plans independently.	Some team members collaborate in the development of an AT implementation plan.	Most team members collaborate in the development of AT implementation plan.	All team members collaborate in the development of a comprehensive AT implementation plan.	
2. Assistive technology is <u>integrated</u> into the curriculum and daily activities of the student across environments.	AT included in the IEP is rarely used.	AT is used in isolation with no links to the student's curriculum and/or daily activities.	AT is sometimes integrated into the student's curriculum and daily activities.	AT is generally integrated into the student's curriculum and daily activities.	AT is fully integrated into the student's curriculum and daily activities.	
3. Persons supporting the student across all environments in which the assistive technology is expected to be used <u>share responsibility</u> for implementation of the plan.	Responsibility for implementation is not accepted by any team member.	Responsibility for implementation is assigned to one team member.	Responsibility for implementation is shared by some team members in some environments.	Responsibility for implementation is generally shared by most team members in most environments.	Responsibility for implementation is consistently shared among team members across all environments.	
4. Persons supporting the student provide opportunities for the student to use <u>a variety of strategies—including assistive technology</u>—and to learn which strategies are most effective for particular circumstances and tasks.	No strategies are provided to support the accomplishment of tasks.	Only one strategy is provided to support the accomplishment of tasks.	Multiple strategies are provided. Students are sometimes encouraged to select and use the most appropriate strategy for each task.	Multiple strategies are provided. Students are generally encouraged to select and use the most appropriate strategy for each task.	Multiple strategies are provided. Students are consistently encouraged to select and use the most appropriate strategy for each task.	

5. Training for the student, family and staff is an integral part of implementation.	1 AT training needs have not been determined.	2 AT training needs are initially identified for student, family, and staff, but no training has been provided.	3 Initial AT training is sometimes provided to student, family, and staff.	4 Initial and follow-up AT training is generally provided to student, family, and staff	5 Ongoing AT training is provided to student, family, and staff as needed, based on changing needs.
6. Assistive technology implementation is initially based on assessment data and is adjusted based on performance data.	1 AT implementation is based on equipment availability and limited knowledge of team members, not on student data.	2 AT implementation is loosely based on initial assessment data and rarely adjusted.	3 AT implementation is based on initial assessment data and is sometimes adjusted as needed based on student progress.	4 AT implementation is based on initial assessment data and is generally adjusted as needed based on student progress.	5 AT implementation is based on initial assessment data and is consistently adjusted as needed based on student progress.
7. Assistive technology implementation includes management and maintenance of equipment and materials.	1 Equipment and materials are not managed or maintained. Students rarely have access to the equipment and materials they require.	2 Equipment and materials are managed and maintained on a crisis basis. Students frequently do not have access to the equipment and materials they require.	3 Equipment and materials are managed and maintained so that students sometimes have access to the equipment and materials they require.	4 Equipment and materials are managed and maintained so that students generally have access to the equipment and materials they require.	5 Equipment and materials are effectively managed and maintained so that students consistently have access to the equipment and materials they require.

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